

History Policy



Aims of this policy

- To help our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world and inspire their curiosity to seek further information.
- To ensure our pupils understand the complexity of people's lives, the process of change, diversity of societies, relationships between different groups, as well as their own identity and the challenges of their time.
- To equip our pupils with the knowledge and skills to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- To develop knowledge of chronology and make links between historical periods of time and the influence of actions and figures in shaping our past and infer an understanding of responsible attitudes and citizenship towards the present.

What is taught?

- History teaching is based on the National Curriculum. By utilizing the rich sources of historical evidence in our local environment including Royal Palaces, London's museums and artefacts, The Houses of Parliament and the National Archives, we are uniquely placed to bring Britain's rich heritage to life for our pupils with educational visits throughout our school year. In line with the National Curriculum our pupils will:
 - ***Know and understand the history of these islands as a coherent chronological narrative; know and understand significant aspects of the history of the wider world, nature of ancient civilizations and the expansion and dissolution of empires; make connections, draw contrasts, analyze trends and frame historically-valid questions; understand the methods of historical enquiry, including how evidence is used to make historical claims; gain historical perspective by placing their knowledge into different contexts and understand the connections between local, regional, national and international history. - National Curriculum 2014.***
- Curriculum planning in History consists of long, medium and short term planning. The long term plans reflect the topics studied each year during each Key Stage (see Appendix). The medium term plans are those covered each term and are specific to each year group. History is taught in a block alongside Geography and each subject will have its own focus a specific term. Class teachers identify the skills required in the National Curriculum and plan activities and educational visits accordingly. Short term plans are the weekly lessons taught with specific learning objectives identified and in some cases individual targets are set for specific children.
- Throughout the History curriculum the school's Learning Certainties are addressed, pupils are encouraged to be Enthusiastic, Responsive, Flexible, Resourceful, Inclusive, Resilient, Focused, Independent, Determined, Motivated
- Cross curricular links are made in the teaching of History, for example, projects are often related to the current topic or text pupils are reading in English. Drama and performance skills are often taught as part of a topic in front of an audience. In Mathematics children are taught how to decipher Roman Numerals and evidence finding activities are linked to scientific theories. Important figures from history including famous astronomers are also linked to science. Our Art & Design Technology

curriculum includes links to famous artists and designers who have influenced our society in the past. In all areas of the curriculum pupils learn to think critically and give constructive criticism. Team-working skills are used in other curricular areas.

Assessment

- Pupils will be assessed in line with the school's assessment policy
- Work produced may be recorded in the pupils' Topic books if constituting a written element, though it is expected that the part of this learning will take place during educational trips and activities.
- Assessments in the Foundation Stage are recording through observations and recorded and continually inform teacher's judgments as to whether Early Learning Goals have been achieved.

Assessment

- Pupils will be assessed in line with the school's assessment policy
- Each child's progress is continually assessed to inform weekly planning. This includes through observations in lessons, questioning and marking of written work.
- The majority of learning is recorded in their topic books but also through the use of photos in lessons and, particularly in EYFS, through written evidence of children's discussions. Drama and role play activities will be photographed for evidence and reflected upon in children's books.

Appendices:

1. Curriculum Overview
2. Resources (school view only)

Appendix 1 Curriculum Overview

	Autumn	Spring	Summer
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Year 1			Toys: Past and Present	Toys: Past and Present	Homes in the past - changes within and beyond living memory
Year 2			Florence Nightingale - significant people	The Great Fire of London - significant historical event	Seaside holidays: Past and Present - changes within and beyond living memory
Year 3		Weather Around the World / Changes in Early Britain: Stone Age to Iron Age	Ancient Egypt - the achievements of the earliest civilizations	Ancient Egypt cont.	
Year 4	Ancient Greeks - life and achievements, influence on the western world		The Roman Empire and its impact on Britain + the legacy of the Roman culture	Mayan Civilization c.AD 900 - non-European society that contrasts with British history	
Year 5		Britain's settlement by the Anglo-Saxons, Vikings and Scots	Anglo-Saxon and Vikings struggle for Britain and the Norman conquest	The Tudors: Henry VIII and the reformation - extending understanding beyond 1066	
Year 6	Victorian Britain	Victorian Kew - a local history study	The Home Front: WW2 - extending understanding beyond 1066		